DOCUMENT RESUME

ED 168 991 SP 013 985

TITLE	Specific Learning Disabilities. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Behavior Patterns; *Diagnostic Teaching; Elementary Education; *Inservice Teacher Education; *Instructional Materials; Learning Characteristics; *Learning Disabilities; *Special Education; Teaching Skills; Validated Programs

ABSTRACT

The teacher inservice program described here is intended to familiarize the participant with the behavioral and learning characteristics of classroom children who have specific learning disabilities. Subjects covered include visual and auditory perception and learning; remediation of specific language, reading, and writing problems; and motor and arithmetic disabilities. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168991

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: SPECIFIC LEARNING DISABILITIES

Publication Date(s): 1973

Intended Users: Preservice and inservice classroom and special education teachers. Describer also recommends the program for members of the special service staff (school psychologist, speech clinician, social worker, etc.).

Grade Level(s): Elementary. Describer feels that material is also adaptable to higher grade levels.

Number: Group of up to 25

Primary Focus: The intent of the program is to familiarize the participant with the behavioral and learning characteristics of classroom children who have specific learning disabilities (SLD), so that participant may more effectively recognize and deal with SLD children.

School subject(s) and/or in-service topic(s) covered:

The program presents techniques of identifying and managing children with specific learning disabilities.

Subjects covered include: visual and auditory perception and learning; remediation of specific language, reading and writing problems; motor and arithmetic disabilities.

What participant does in using the materials:

As a member of a group of up to 25, the participant meets for ten two-hour (minimum) lessons. The participant engages in pertinent discussion prior to viewing transparencies and listening to tapes on SLD-related topics. S/he again participates in group discussion after viewing/listening. Additional activities, suggested in the supplementary resource materials, may be done by the group.

Resources: The program is comprised of: ten audiotape lessons (one lesson per side of five tapes); 79 transparencies, 17 supplementary resource materials (for duplication and distribution), and a Leader's Guide. The developer recommends that at least two hours be allotted for each lesson. An instructor is needed to give an introduction to each lesson, to stimulate pre and post-tape discussion, to follow the transparencies with a script, and to distribute supplementary resource materials. A tape recorder and an overhead projector are needed, as is space to accommodate a group of up to 25 persons.

Describer critique: This package has excellent potential. It is well presented and contains valuable, clearly stated material on the identification and management of SLD children. What it, in fact, ends up giving the participants does in part depend on the participants and what they do with the materials. The possibilities are vast for a stimulating experience.

SP013 985

B. In-Depth Information

1.0 PURPOSES:

Rationale

In the introduction to the Leader's Guide, the developer notes that SLD children, though capable of learning, are unable to do so under standard methods of teaching, but that, "Through research and work with special learning disordered children, it has been found that they can learn if they are properly diagnosed and taught according to their unique set of learning characteristics." This concept, then, is the rationale behind the development of this program.

Goals

The developer states the overall aim of the product: "This in-service program is designed to familiarize teachers and other professionals with the learning and behavioral characteristics of children with specific learning disabilities... Practical suggestions for management and remediation of the SLD child within the regular classroom setting are given to increase the classroom teacher's effectiveness with this type of child."

Objectives

Specific performance-based objectives for teachers who completed this program are given. They include:

1) Greater ability to recognize children with SLD ;
2) Ability to differentiate which children should be referred for further study and which can continue in regular classroom with a specially planned program ;

3) Ability to implement proper behavioral controls in the management of children with SLD; and

4) Ability to program for SLD children in terms of:

   a) sequence of tasks
   b) necessary structure to achieve success, and
   c) application of positive reinforcement.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The 96-page Leader's Guide has three sections, listed below. Section Three, which comprises the major portion of the book, has chapter headings which correspond to the titles of the taped lessons. Each chapter is followed by a script, which corresponds to transparencies. The book's table of contents follows.

Section I. Introduction (pp. 3-4)

Section II. The Author (p. 6)
About this Unit (pp. 7-10)

Section III.

Lesson 1. Introduction to Children with Learning and Language Disorders (pp. 13-16)
Script of Lesson 1 (pp. 17-21)

Lesson 2. Management of LSD Child at Home and at School (pp. 22-24)
Script of Lesson 2 (pp. 25-28)

Lesson 3. Visual Perception and Learning (pp 29-32)
Script of Lesson 3 (pp. 33-37)

Lesson 4. Auditory Perception and Learning (pp. 38-41)
Script of Lesson 4 (pp. 42-46)

Lesson 5. Specific Language Difficulty in Children (pp. 47-50)
Script of Lesson 5 (pp. 51-55)

Lesson 6. Special Reading Disabilities in Children (pp. 56-58)
Script of Lesson 6 (pp. 59-62)

Lesson 7. Remediation of Specific Reading Disabilities (pp. 63-66)
Script of Lesson 7 (pp. 67-73)

Lesson 8. Specific Writing Disabilities in Children (pp. 75-76)
Script of Lesson 8 (pp. 77-81)

Lesson 9. Motor Disabilities in Children (pp. 82-84)
Script of Lesson 9 (pp. 85-88)

Lesson 10. Arithmetic Disabilities in Children (pp. 89-91)
Script of Lesson 10 (pp. 92-96)

Sequence

It is probably advisable to follow the course in sequence (Lessons 1 through 10), although the describer feels that variation of the order and selectivity of subjects is possible, and that lessons could be grouped and rearranged in accordance with participant needs.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

A group of up to 25 participants convenes in ten sessions, each of which is at least 2 hours in length. An instructor will present a general introduction to the program, stating goals and expected outcomes, and explaining terminology. Each lesson will be prefaced by an instructor's introduction, and a pre-tape discussion (and a pretest, if desired). The group listens to a tape and views transparencies. A post-tape discussion follows. Supplementary materials are distributed to participants, many of which suggest activities which may or may not be adapted by the group. Taped lessons are ± 30 minutes long and may be stopped at intervals to allow for questions, comment, and group discussion.

3.2 Help given in use of product:

A Leader's Guide is provided with the product, which is a complete guide for the instructor who administrates the program. It includes: a general introduction and a group leader's introduction for each of the ten lessons; a list of definitions within each lesson of terminology used; suggestions for pre-tape discussion; suggestions for post-tape discussion; directions for following transparencies; directions for use of supplementary resource materials and, scripts.

The developer does not indicate the group instructor need be specially qualified in order to administer this program; the describer recommends that the instructor be thoroughly familiar with all materials before implementation.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A special Learning Disability Pre-Test and Post-Test are included (with answer keys). Further evaluation of inservice learning could be made by the leader, though most significant would be the self-assessment of the participant in terms of the success encountered in dealing with children with SLD in their classroom.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Implementation of this program will require: the product, which includes five cassette tapes (one lesson per side), 79 transparencies and 17 supplementary resource materials (to be duplicated and distributed); an instructor who is familiar with all materials; and, a group of up to 25 persons. Also required are a tape recorder and an overhead projector. A minimum of two hours for each of ten lessons is needed, as is a room for group meetings. Tape lessons are all ± 30 minutes long. The developer indicates that the program can be used in as little as one hour.

5.2 Distributor name/address:

Paul S. Amidon & Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116 (612) 690-2401

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SPECIFIC LEARNING DISABILITIES				
Package includes	$17..00 TOTAL	-	1	Yes
5 cassette tapes		-	1 set	Yes
79 transparencies		-	1 set	Yes
17 supplementary resource materials (for duplication and distribution to each participant)		-	1 set/ participant	Yes

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Barbara Sasso is an SLD Teacher-Consultant with the Osseo-Fairchild Public Schools in Wisconsin, and an instructor in methods of teaching children with Special Learning Disabilities, University of Wisconsin in Eau Claire. She has extensive and varied experience as a special SLD Consultant and has carried out extensive work in evaluation, diagnosis, and programming in the SLD area. She has conducted many in-service and pre-service workshops on the subject.

6.2 How developed and when:

The multimedia training program format was developed by Amidon, the distributor, in 1973 for inservice users. Development of this unit resulted from increasing demands for teacher workshops and institutes dealing with specific learning disabilities and techniques for managing them at home and at school. It was funded by a Title VI research project.

6.3 Evidence of effectiveness with users:

Field-test feedback indicated that the product was useful in providing a definition for specific learning disabilities. This is viewed as especially significant, since pretest results indicated that special education teachers often had no more knowledge about SLDs than did regular classroom teachers; and that everybody -- particularly administrators -- was uninformed to some degree on this subject.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This package seems to meet its stated objective, which is to help teachers identify and help children with specific learning disabilities.

Although it appears best suited for elementary level students,the material is adaptable to the needs of secondary school teachers.

The transparencies and supplementary resource materials are of excellent quality. The tapes are all narrated by one man with little variation in tone. They could become somewhat tedious unless interrupted for discussion.

Content accuracy/social fairness/community acceptance issues:

The excellent credentials and wide experience of the developer, Barbara Sasso, would indicate good background in SLD, and content accuracy.

There seems to be no problem regarding social fairness except for one oversight on the part of the developer in the failure to use the compound "he/she" instead of "he" when referring to students.

The describer anticipates that there will be nothing found in the program content which will discourage community acceptance.

Overall summary/comment:

The describer feels that, taken as a package, this product has good potential. There are adequate materials to provide a group of teachers and a leader (who could be chosen from among them) with a sound basis for performance-based expertise in SLD. Whether it becomes, in fact, a truly stimulating and informative experience for the participants does, in part, depend upon these participants and their leader. Strict adherence to the source with few additional "involving" activities might render the process tedious; such additional enrichment is actually a recommendation made in the package by the developer.